

# Continuing to Influence Health, Equity and Social Justice



Genevieve Currie, RN, MN  
Judy Gleeson, RN, MA, . PHD ©  
Helena Myllykoski, RN, MHSc



# MRBN Curriculum Overview

- Curriculum concepts
- MRBN framework
- Gaps in curriculum – Feedback from NEPAB, CASN



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*'If we think of health as something broadly defined and influenced, we begin to arrive at the inescapable conclusion that to be concerned with health is to be concerned with the social context, and that **nursing is, indeed, a political act**'.* CNA 2000

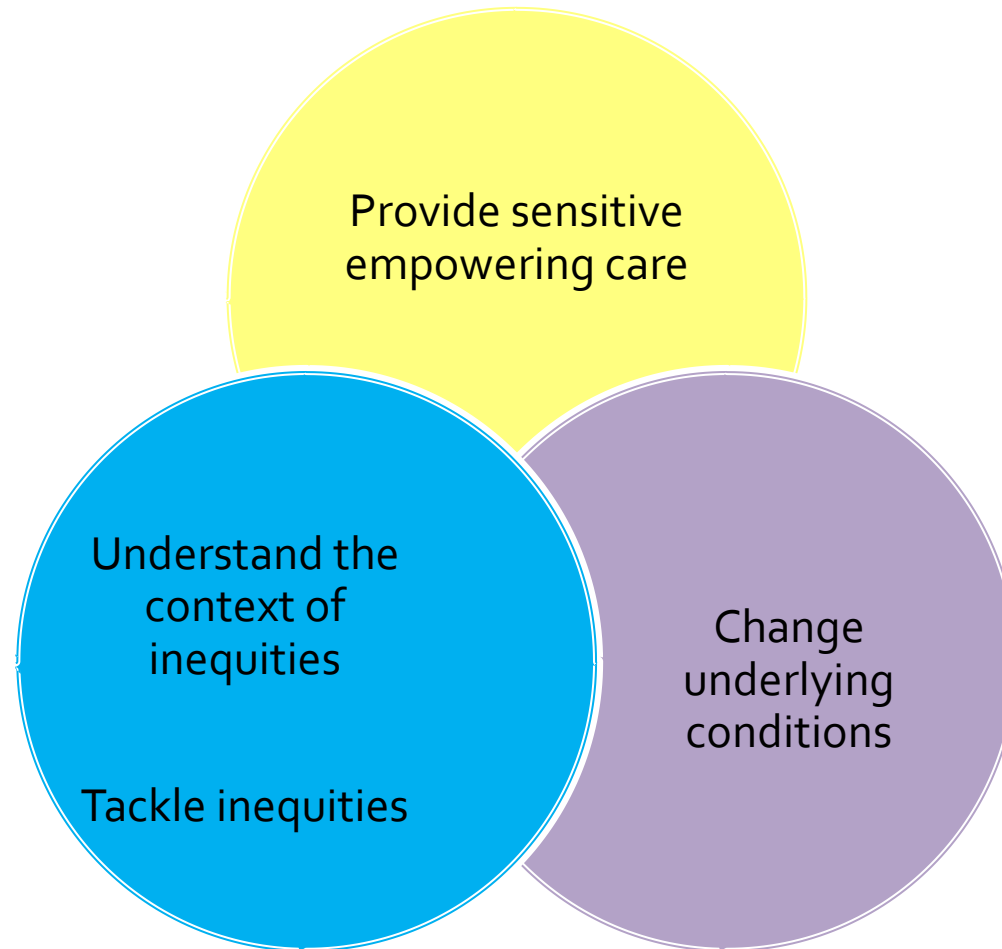
*“The health system as a whole has a long way to go in recognizing that addressing the social determinants, at every point in the health-care system, is key to a healthy population. Even in our own profession, not enough nurses have incorporated this understanding of health into their daily practice. It doesn't help that **many undergraduate nursing programs have not focused enough attention throughout the curriculum on the concepts of social determinants, health equity and social justice.**”* (Douglas, J. CNA, 2012, p. 23)

# Course Overview

- Designed for all nursing students
- Key learning outcomes



# Ensuring Access To Health (Reutter & Kushner 2010)





# Course Curriculum Concepts

- Social Action
- Social Justice
- Systemic Advocacy
- Transformative Leadership



# Learning Space

- Meaningful connections
- Nursing action
- Practical experience (limitations and opportunities)
- Learner directed

*"It was a challenging environment I think that really opened up my own thought processes and prompted me to ask more questions. To really dig deeper into what's going on around me and one example of that is today with the debate."*

*"The big thing was that the professors would challenge you and challenge your stance. And not in a way that says 'oh you're wrong about this', but they'll either ask you deeper questions or ask you 'Okay well that's really valid but what about this?' and then throw out a point for you...."*

# Exerting Influence

- On line discussion board
- Policy brief development
- Field experience and critique
- In class debate



# Student Feedback

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- Anecdotal
- Focus group

# Qualitative Data – Student Quotes: Transformation

*"As a nurse, even as a Canadian, in many different ways I just see a difference in how this course influences me to pay more attention to what's going on around me as something that matters. And I think, as an outcome of that, I'm also more vocal about it with my family and my peers."*

# Student Quotes: Transformation

*"Yeah, we talk about the political and social aspects more in this class than probably any other class. And umm, like looking at history and how nurses have impacted change, like even in some cases...we talked about insite in Vancouver, where nurses were actually the starting place of that and how...yeah, so that's changed my outlook on my career and how that might unfold."*



# Professional Development: Nursing Action

*"The other [course] options are very patho/pharm like and I feels as much as that does help you in your clinical setting, personally I feel it wouldn't **help me critically think** as much as this class did. To **see beyond** the hospital and beyond the immediate chronic disease management that we have to see....like what is going on with this and **how is it impacting health?**"*

# Leadership/Advocacy

*"And this class showed us not one specific way but a couple of **different ways we go about that [leadership]**, and not just advocating for education or patient rights, but **advocating for big policy change** and public health and things like that."*

# Planned Changes

- Summer 2013
  - Blackboard Projects and Discussion
  - Incorporating Reutter and Kushner(2010) model
  - Field visit connection paper and presentation
  - Policy brief to include political action
  - Scaffolding and theoretical/philosophical underpinnings(Brookfield's Critical thinking, 2011)

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# Questions? Comments? Feedback?

